

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
<b>English</b>	<b>Jack and the Jelly Beanstalk</b> <b>Last Stop on Market Street</b> (Narrative – Story)  <b>Weekly SPaG Sessions</b> ongoing all year linked to the English Units (Spelling, Punctuation and Grammar).	<b>The way Back Home</b> (Narrative – Science-Fiction)  <b>SPaG Sessions</b>	<b>The Queen’s Hat</b> (Narrative – Adventure)  <b>Poetry- Book week</b>  <b>Pancakes- Non Fiction Instructions</b>  <b>SPaG Sessions</b>	<b>Seasons</b> (Non-Fiction – Biography)  <b>SPaG Sessions</b>	<b>Song of the Sea</b> (Narrative – Irish Myth)  <b>SPaG Sessions</b>	<b>Grandad’s Island</b> (Narrative – Adventure)  <b>SPaG Sessions</b>
<b>Guided Reading</b>	Decoding and fluency CEW recognition	Themes/conventions Decoding and fluency work-pace	Inference Phonic work Real and nonsense words	Comprehension/ Retrieval Phonics focus	Comprehension written answers preparation for Y2	Read contracted words Comprehension
<b>GPS</b>	Ready to Write Punctuating sentences	Sentences Capital letters	Conjunctions Exclamations Capital letters	Conjunctions Exclamations Capital letters	Questions Singular and plural Prefixes and suffixes	Prefixes and suffixes Sequencing sentences
<b>Maths</b>	Numbers to 10 Number bonds Addition within 10 Subtraction within 10 Max’s Marvellous maths (Year 1 catch up programme alongside) TTRS Tuesdays Y1 Maths passport objectives daily	Positions Numbers to 20 Addition and subtraction within 20  TTRS Tuesdays Y1 Maths passport objectives daily	Shapes and patterns Length and Height Numbers to 40 Addition and subtraction word problems Y1 Maths passport objectives daily	Multiplication Division Fractions Numbers to 100  Y1 Maths passport objectives daily	Time Money Volume and Capacity Mass Space  Y1 Maths passport objectives daily	CATCH UP and consolidate on previous topics Plug gaps and teach Year 2 preparation  Y1 Maths passport objectives daily

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Science	Animals Sorting and Grouping	Enquiry Based Science Seasonal Changes	Everyday Materials	Seasonal Changes/ Weather	Plants	Animals Inc Humans Seasonal Changes/ weather
	<ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> </ul>	<ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> </ul>	<ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees. Children might work scientifically by: <ul style="list-style-type: none"> <li>Observe closely using magnifying glasses whilst comparing and contrasting familiar plants.</li> <li>Describe how we are able to group them whilst drawing diagrams to show the parts.</li> </ul> </li> </ul> <p>Keep records of how plants change over time.</p>	<ul style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li><b>Pupils might work scientifically by:</b> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways.</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions</li> </ul> </li> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> </ul>
<b>Geography</b> (for coverage - see long term plan for	<b>Continents and Oceans</b> name and locate the world's seven			<b>The United Kingdom and Capital Cities</b> name, locate and identify		<b>Maps and the School Grounds</b> use aerial photographs and plan perspectives to

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<p>Geography and key skills)</p>	<p>continents and five oceans</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>			<p>characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries</p>		<p>recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>
<p><b>History</b> (for coverage - see long term plan for History and key skills)</p>		<p><b>The Great Fire of London</b></p> <p>events beyond living memory that are significant nationally or globally.</p>	<p><b>Queen Elizabeth II/King Charles III</b></p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare</p>		<p><b>Nurturing Nurses - Florence Nightingale/Mary Seacole</b></p> <p>events beyond living memory that are significant nationally or globally</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements.</p>	

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			aspects of life in different periods			
<b>Art (w6)</b>	<p><b>Drawing/printing animals/camouflage</b></p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Charlotte Oxenham</p>			<p><b>Cityscape collage- Andy Burgess</b></p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use a range of materials creatively to design and make products.</p>	<p><b>Drawing /painting – observational drawings/paintings of plants and flowers around the school grounds.</b></p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	

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<p><b>DT (w6)</b></p>		<p><b>Make a moving picture linked to the Fire of London. Sliding mechanisms.</b>  Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b>  Select from and use a range of tools and equipment to perform practical tasks.  Select from and use a wide range of materials and components, including materials and construction according to their characteristics.</p> <p><b>Evaluate</b>  Explore and evaluate a range of existing products.  Evaluate their ideas and products against design criteria.</p> <p><b>Technical Knowledge</b></p>	<p><b>Design a cape for Paddington Bear. Design</b>  Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b>  Select from and use a range of tools and equipment to perform practical tasks.  Select from and use a wide range of materials and components, including materials and textiles according to their characteristics.</p> <p><b>Evaluate</b>  Explore and evaluate a range of existing products.  Evaluate their ideas and products against design criteria</p>			<p><b>Food Technology- Design, make and evaluate a healthy fruit salad (Health and Fitness week)</b>  Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b>  Select from and use a range of tools and equipment to perform practical tasks.  Select from and use a wide range of materials and components, including ingredients, according to their characteristics</p> <p><b>Evaluate</b>  Explore and evaluate a range of existing products.  Evaluate their ideas and products against design criteria.</p>
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		Explore and use mechanisms.				
<b>RE</b>	<p>Christianity –God</p> <p><b>Year 1 Key Question</b> (to be used all year): What do people say about God?</p> <p><b>Focus Question</b> (for this investigation): Why do Christians say that God is a ‘Father’?</p>	<p>Christianity-Jesus</p> <p><b>Year1 Key Question</b> (to be used all year): What do people say about God?</p> <p><b>Focus Question</b> (for this investigation): Why is Jesus special to Christians?</p>	<p>Christianity-The Church</p> <p><b>Year 1 Key Question</b> (to be used all year): What do people say about God?</p> <p><b>Focus Question</b> (for this investigation): What do some people do because they believe in God?</p>	<p>Hinduism</p> <p><b>Year1 Key Question</b> (to be used all year): What do people say about God?</p> <p><b>Focus Question</b> (for this investigation): What do Hindus believe about God?</p>	<p>Islam</p> <p><b>Year 1 Key Question</b> (to be used all year): What do people say about God?</p> <p><b>Focus Question</b> (for this investigation): How might beliefs about creation affect the way people treat the world?</p>	<p>Judaism</p> <p><b>Year 1 Key Question</b> (to be used all year): What do people say about God?</p> <p><b>Focus Question</b> (for this investigation): Why might some people put their trust in God?</p>
<b>PSHE</b>	<p><b>Families and friendships</b></p> <p>Roles of different people; families; feeling cared for.</p>	<p><b>Safe relationships</b></p> <p>Recognising privacy; staying safe; seeking permission</p> <p><b>Respecting ourselves and others</b></p> <p><b>How behaviour affects others; being polite and respectful</b></p>	<p><b>Belonging to a community</b></p> <p>What rules are; caring for others’ needs; looking after the environment</p>	<p><b>Media literacy and digital resilience</b></p> <p>Using the internet and digital devices; communicating online</p> <p><b>Money and work</b></p> <p>Strengths and interests; jobs in the community</p>	<p><b>Physical health and Mental wellbeing</b></p> <p>Keeping healthy; food and exercise, hygiene routines; sun safety</p> <p><b>Growing and changing</b></p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong</p>	<p><b>Keeping safe</b></p> <p>How rules and age restrictions help us; keeping safe online</p>

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<p><b>PE</b></p>	<p><b>FMS Baseline Unit-Lost &amp; Found NC Objective</b>  <i>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i></p> <p><b>Key Skills</b>  Underarm throwing and hopping  Overarm throwing and skipping  Catching and bouncing a ball  Running and jumping  Kicking and Rolling a ball.</p>	<p><b>Gymnastics 1 NC Objective</b>  <i>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i></p> <p><b>Key Skills</b>  Demonstrate a travel and pencil roll  Show a jump 2 feet to 2 feet with a straight shape  Demonstrate travelling actions i.e. frog &amp; bunny hop.  Show an egg roll  Show a jump 2 feet to 2 feet with a tuck shape.  Demonstrate travelling actions  Show a travel and roll with a shape  Jump 2 feet to 2 feet with a wide shape  Apply the skills of travelling, rolling, jumping into a sequence.  Apply the skills of travelling, rolling, and jumping into a sequence with two different shapes.  Show the skills of travelling, rolling, and jumping into a sequence with two</p>	<p><b>FMS- Overarm Throw combined with Roll NC Objective</b>  <i>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i>  <i>*Participate in team games, developing simple tactics for attacking and defending</i></p> <p><b>Key Skills</b>  Demonstrate an overarm throw with some accuracy.  Show a fast running technique.  Demonstrate an overarm throw with some accuracy in a game.  Demonstrate a simple tactic in a game  <b>FMS Rolling a Ball</b>  Demonstrate rolling a ball with some accuracy.  Demonstrate rolling different equipment with some accuracy.  Demonstrate a simple tactic in a rolling game.  Show two simple tactics in a game.</p>	<p><b>FMS/ Gym Jack and the Bean Stalk NC Objective</b>  <i>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i></p> <p><b>Key Skills</b>  Show a jump 2 feet to 2 feet with a straight shape  Climb with confidence  Throw overarm with some accuracy.  Jump 2 feet to 2 feet with a wide shape  Perform an egg roll with some control  Show a jump 2 feet to 2 feet with a tuck shape.  Demonstrate a travel and roll with a shape.  Roll a ball at a target with accuracy.  Show the skills of travelling, rolling, and jumping into a sequence with two different shapes.</p>	<p><b>FMS- Tri Throlf NC Objective</b>  <i>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i></p> <p><b>Key Skills</b>  Demonstrate an underarm throw with some accuracy.  Demonstrate a side gallop.  Demonstrate rolling an object throw with some accuracy.  Demonstrate rolling an object and underarm throw with some accuracy.  Show a simple tactic in a game.  Demonstrate overarm throw with some accuracy.  Demonstrate sending an object three different ways with some accuracy.</p>	<p><b>Athletics NC Objective</b>  <i>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i></p> <p>Show a hopping skill with rhythm.  Demonstrate rolling a ball with some accuracy.  Show running and changing direction quickly.  Demonstrate throwing underarm with some accuracy.  Demonstrate jumping as far as possible and landing safely with control.  Show good posture when running fast.  Demonstrate rolling a ball with some accuracy and control.  Complete a running and jumping course.  Demonstrate the skills of running and changing direction.</p>
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		different shapes using apparatus.				
<b>Computing</b>	<p><b>Getting Started</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully.</p>	<p><b>Digital Imagery</b> Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.</p>	<p><b>Introduction to Data</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.</p>	<p><b>Programming-Beebots</b> Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</p> <p>Understand what algorithms are.</p>	<p><b>Algorithms-unplugged</b> Understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. <b>Espresso Coding</b></p>	<p><b>Rocket to the Moon</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>
<b>MFL</b>	N/A Simple words, numbers and phrases throughout the year.	N/A Simple words, numbers and phrases throughout the year.	N/A Simple words, numbers and phrases throughout the year.	N/A Simple words, numbers and phrases throughout the year.	N/A Simple words, numbers and phrases throughout the year.	N/A Simple words, numbers and phrases throughout the year.

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<p><b>Music</b></p>	<p><b>All About Me</b> Pulse and Rhythm</p> <p>Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.</p> <p><b>Performance</b> – clapping and playing in time to the pulse. Playing simple rhythms on an instrument.</p> <p><b>Listening</b> – understanding the difference between pulse and rhythm.</p> <p><b>Composing</b> - improvising vocally within a given structure.</p>	<p><b>Christmas Production</b></p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>		<p><b>Superheroes</b> Pitch and Tempo</p> <p>Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.</p> <p><b>Performance</b> – playing simple patterns on tuned instruments incorporating high/low (pitch) and fast/slow (tempo)</p> <p><b>Listening</b> – recognising tempo and pitch changes.</p> <p><b>Composing</b> – Experimenting with tempo and pitch using tuned and untuned instruments.</p>		<p><b>By the Sea</b> Vocal and Body Sounds</p> <p>Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.</p> <p><b>Performance</b> – performing from graphic notation.</p> <p><b>Listening</b> – listening to and commenting on descriptive features of music.</p> <p><b>Composing</b> – selecting appropriate instruments to create an intended effect, using dynamics and temp to add interest.</p>
<p><b>Links to other subjects</b></p>	<p>English-science animals Art and science</p>	<p>RE-English-PHSE</p>		<p>Art-Geography- Science</p>		<p>Geography-Art</p>
<p><b>Visits/ Visitors/ Showcase/ Trips/ Personalisation</b></p>	<p>Blackpool Zoo/Animal visit to school</p>	<p>Fire of London Showcase Pantomime</p>	<p>Royal Coronation- Tea Party</p>	<p>Easter Showcase</p>	<p>Art Trip- Museum</p>	<p>Walking around the school/ local grounds Farm Trip</p>

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<b>New trips visitors etc inked to new English units.</b>						
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